



**THE READING COMPREHENSION
OF THE ELEVENTH GRADE STUDENTS
OF SMA 1 GEBOG KUDUS
IN THE ACADEMIC YEAR 2013/2014
THROUGH RECIPROCAL TEACHING STRATEGY**

**By
RISMA TRIANASARI
NIM 200932016**

**ENGLISH EDUCATION DEPARTEMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2014**



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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in the Department of English Education**

By

RISMA TRIANASARI

NIM 200932016

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2014

MOTTO AND DEDICATION

MOTTO

- ❧ *“Dan bahwa seseorang akan mendapat hasil dari usahanya sendiri. Dan bahwa (hasil) usahanya itu akan diperlihatkan.” (QS. An-Najm:39-40)*
- ❧ *Man Jadda Wa Jadaa, Man Shobaro Zafiro, Man Saaro 'Alaa Darbi Washola*
- ❧ *You have to endure caterpillars if you want to see butterflies. (Antoine De Saint)*
- ❧ *You only live once, but if you do it right, once is enough. (Mae West)*

DEDICATION

This skripsi is dedicated to:

- ❧ *Allah SWT. (The Lord of the universe)*
- ❧ *Her beloved mother and father*
- ❧ *Her beloved sisters*
- ❧ *Her beloved buddies*
- ❧ *Her beloved one for the future*

ADVISORS' APPROVAL

This is to certify that the Skripsi of **Risma Trianasari (NIM 2009-32-016)** has been approved by the skripsi advisors for further approval by the Examining Committee.

Kudus, 12 January 2014

Advisor I



Dra. Sri Endang Kusmaryati, M.Pd
NIS.0610713020001009

Advisor II




Ahdi Riyono, SS, M.Hum
NIS 0610701000001160

Acknowledged by

The Faculty of Teacher Training and Education

Dean,



Dr. Slamet Utomo, M.Pd
NIP. 19621219-198703-1-001

EXAMINERS' APPROVAL

This is to certify that the Skripsi of **Risma Trianasari (NIM 2009-32-016)** has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education.

Kudus, 27 January 2014


Skripsi Examining Committee:


Dra. Sri Endang Kusmaryati, M.Pd
NIS. 0610713020001009

Chairperson/Member


Agung Dwi Nurcahyo, SS, M.Pd
NIS. 0610701000001187

Member


Mutohhar, S.Pd, M.Pd
NIS. 0610701000001204

Member

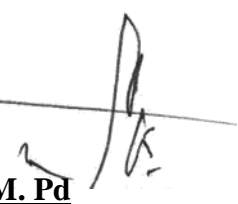

Farid Noor Romadlon, S.Pd, M.Pd
NIS. 0610701000001227

Member

Acknowledged by

The Faculty of Teacher Training and Education
Dean,




Dr. Slamet Utomo, M. Pd
NIP. 19621219-198703-1-001

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The writer hopes that this study will give useful significances to the readers, especially for the students of English Education Department, Teacher Training and Education Faculty University of Muria Kudus. None of the things in this world was created to be the perfect. Evaluation from those who read this skripsi is important and that will be the only way the writer can find her self-improvement.



Kudus, 12 January 2014

The Writer,

Risma Trianasari

ABSTRACT

Trianasari, Risma. 2014. *The Reading Comprehension of the Eleventh Grade Students of SMA 1 Gebog Kudus in the Academic Year 2013/2014 Through Reciprocal Teaching Strategy*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Dra. Sri Endang Kusmaryati, M.Pd. (ii) Ahdi Riyono, SS, M.Hum.

Key words: *reading comprehension, reciprocal teaching strategy*

Based on curriculum 2006 KTSP, there are four skills in English: listening, speaking, reading and writing. Reading is one of the language skills which have important roles for the students in enriching their knowledge. In reading process, the reader tries to get the meaning to understand the written text and interpret the information appropriately. In teaching English, reading is closely related with other subject because most of the materials given by the teacher are presented in written form. It means the student must have the ability to get the meaning of the written text. But in fact, the students' reading skill of SMA 1 Gebog Kudus is still low. Most of the students admitted that they felt bored when they had to read a text, especially a long and uninteresting topic. Most of them got score under the passing grade. Beside that, there is no specific teaching strategy used by the teacher that focuses on the teaching reading comprehension. Reciprocal Teaching is one of strategies in teaching reading comprehension that focuses to improve the students' reading comprehension. It has four strategies which gives a chance to the students to monitor their own reading skill and increase their corporation. In this research, the writer focuses on narrative text as the material.

The objective of this research is to find out whether there is a significant difference of the reading comprehension of the eleventh grade students of SMA 1 Gebog Kudus in the academic year 2013/2014 before and after being taught by using Reciprocal Teaching strategy.

This research is an experimental research. The population of the research is the eleventh grade of science of SMA 1 Gebog Kudus in the academic year 2013/2014 which consist of 118 students, while the sample of the research is XI-A2 which consist of 32 students. The form of the test is multiple choice which consists of forty items.

After analyzing the data, it was found that of the reading comprehension of the eleventh grade students of SMA 1 Gebog Kudus in academic year 2013/ 2014 after being taught by using Reciprocal Teaching strategy was categorized "good". The mean score is 81.38 and the standard deviation is 7.05. Meanwhile of the reading comprehension of the eleventh grade students of SMA 1 Gebog Kudus in academic year 2013/ 2014 before being taught by using Reciprocal Teaching strategy was categorized "sufficient". The mean score is 67.31 and standard deviation is 6.85. Moreover the calculation of t-observation (t_o) 14.15 was higher than t-table (t_t) 2.04 in level of significance 5%. It means there is a significant

difference between the reading comprehension of the eleventh grade students of SMA 1 Gebog Kudus in the academic year 2013/ 2014 before and after being taught by using Reciprocal Teaching strategy.

Based on the result above, the writer concludes that Reciprocal Teaching strategy is effective to improve the students' reading comprehension and suggests the English teacher to use Reciprocal Teaching strategy as an alternative strategy in teaching reading comprehension.



ABSTRAKSI

Trianasari, Risma. 2014. *Pemahaman Membaca pada Siswa Kelas XI SMA 1 Gebog Kudus pada Tahun Akademik 2013/2014 Melalui Strategi Pengajaran Timbal Balik*. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus. Pembimbing: (i) Dra. Sri Endang Kusmaryati, M.Pd. (ii) Ahdi Riyono, SS, M.Hum.

Kata kunci: *pemahaman membaca, strategi pengajaran timbal balik*

Berdasarkan kurikulum KTSP tahun 2006, ada empat kemampuan dalam bahasa Inggris: mendengarkan, berbicara, membaca dan menulis. Membaca adalah kemampuan bahasa yang mempunyai peranan penting bagi siswa untuk memperkaya pengetahuan mereka. Dalam proses membaca, pembaca mencoba untuk memperoleh makna untuk memahami teks tertulis dan mengartikan informasi yang diperoleh dengan tepat. Dalam pengajaran bahasa Inggris, membaca sangat berhibungan erat dengan pelajaran yang lain karena hamper semua materi yang diberikan guru berbentuk teks tertulis. Ini berarti siswa harus mempunyai kemampuan untuk memperoleh makna dari teks tertulis. Tetapi pada kenyataannya, kemampuan membaca siswa SMA 1 Gebog Kudus masih rendah. Banyak dari mereka mengaku bahwa mereka merasa bosan ketika mereka harus membaca teks, khususnya teks yang panjang dan topik yang kurang menarik. Banyak dari mereka memperoleh nilai dibawah KKM. Disamping itu, tidak ada strategi pengajaran khusus yang digunakan guru yang berpusat pada pengajaran pemahaman membaca. Pengajaran timbal balik adalah salah satu strategi dalam pengajaran pemahaman membaca yang berpusat untuk meningkatkan pemahaman membaca siswa. Pengajaran timbal balik ini mempunyai empat strategi yang memberikan kesempatan pada siswa untuk memantau kemempuan membacanya dan meningkatkan kerjasamanya. Dalam penelitian ini, penulis berpusat pada teks naratif sebagai materi.

Tujuan dari penelitian ini adalah untuk mengetahui perbedaan signifikan antara pemahaman membaca siswa kelas XI SMA 1 Gebog Kudus pada tahun akademik 2013/2014 sebelum dan setelah diajar menggunakan strategi pengajaran timbal balik.

Penelitian ini adalah penelitian eksperimen. Populasi dari penelitian ini adalah kelas XI-IPA SMA 1 Gebog Kudus pada tahun akademik 2013/2014 yang terdiri dari 118 siswa, sedangkan sampel dari penelitian ini adalah kelas XI-IPA 2 yang terdiri dari 32 siswa. Tes yang digunakan berbentuk pilihan ganda yang terdiri dari empat puluh soal.

Setelah menganalisa data, diketahui bahwa pemahaman membaca siswa kelas XI SMA 1 Gebog Kudus pada tahun akademik 2013/2014 setelah diajar menggunakan strategi pengajaran timbal balik dikategorikan “baik”. Nilai rata-ratanya adalah 81,38 dan standar defiasinya adalah 7,05. Sementara itu, pemahaman membaca siswa kelas XI SMA 1 Gebog Kudus pada tahun akademik

2013/2014 sebelum diajar menggunakan strategi pengajaran timbal balik dikategorikan “sedang”. Nilai rata-ratanya adalah 67,31 dan standar defiasinya adalah 6,85. Selain itu, perhitungan t-observasi (t_o) 14,15 lebih tinggi dari t-tabel (t_t) 2,04 pada tingkat signifikansi 5%. Ini berarti ada pebedaan signifikan antara pemahaman membaca siswa kelas XI SMA 1 Gebog Kudus pada tahun akademik 2013/2014 sebelum dan setelah diajar menggunakan strategi pengajaran timbal balik.

Berdasarkan hasil di atas, penulis menyimpulkan bahwa strategi pengajaran timbal balik efektif untuk meningkatkan pemahaman membaca siswa dan menyarankan kepada guru bahas Inggris untuk mnggunakan strategi pengajaran timbal balik sebagai strategi alternatif dalam mengajar pemahaman membaca.



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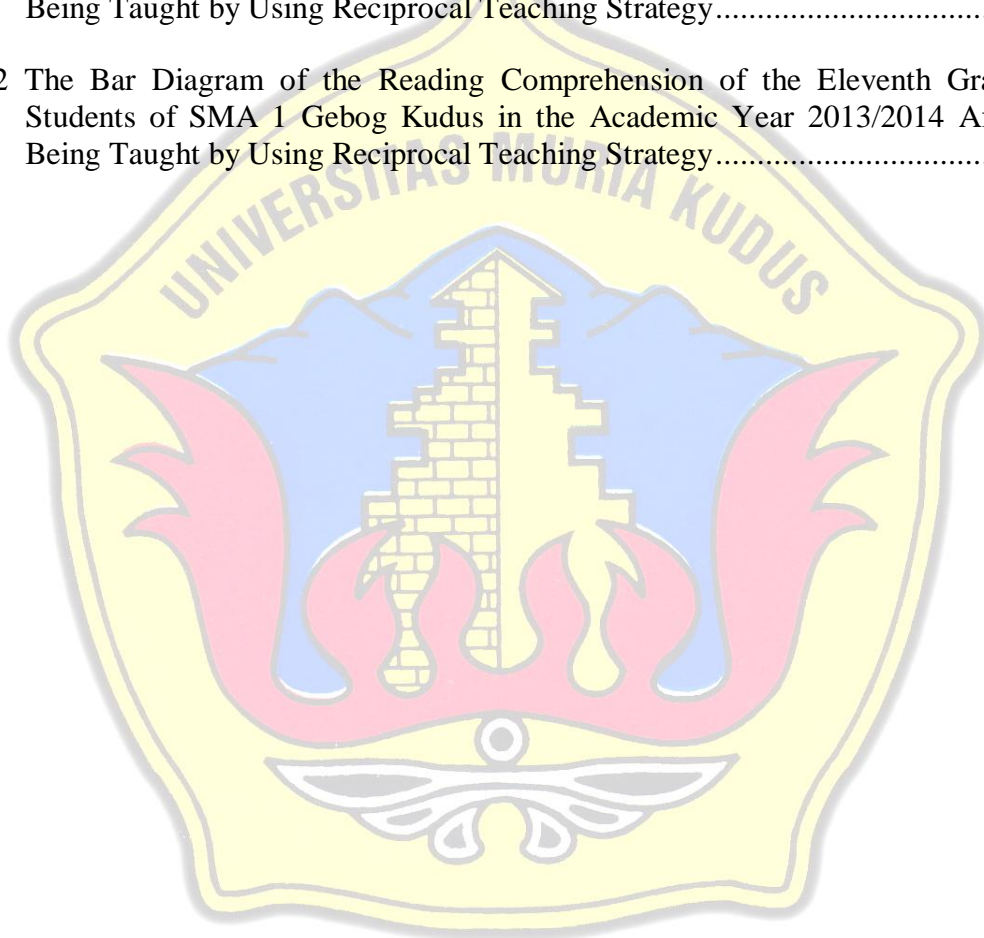
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